

## Secondary SEF

### Self-Evaluation Form

Self-evaluation summary	Overall Effectiveness: Good
Quality of provision – Good	Impact of actions so far this year
<p>The quality of <b>teaching and learning</b> has just crossed the threshold to good. We have appointed a new Senior Lead for Teaching and Learning from December, which has led to significant staff training taking place on questioning, differentiation and challenge. All teachers have completed an eight hour training course and the vast majority of staff are now involved with voluntary peer observations to share good practice.</p> <p>Teachers' questioning is improved, with higher level questioning skills. There is a new marking and assessment policy with students responding to teacher feedback. This is now being implemented consistently by the vast majority of staff.</p> <p>A new literacy coordinator has been appointed and there has been significant investment in the library and accelerated reader. All Key Stage 3 students read books that are in line with their ability and progress and pace is monitored closely through the system.</p> <p>The school day has also changed to allow for DEAR time every day. There are literacy CPD meetings every fortnight for all staff. This covers reading, comprehension, writing and communication across the curriculum</p> <p>There has also been a full day on 'boy friendly' teaching on the April Inset day. We have introduced a new progress tracking package called 'Doodle' for Key Stage 3. This is used to assess students' progress in subjects in conjunction with the flight path.</p> <p>The headteacher has observed all teaching staff and there is a regular programme of learning walks and book looks to ensure consistency and provide professional development for staff.</p> <p>Expectations have been raised and students are now working with better pace, there is a noticeable improvement in attitudes to learning and resilience.</p> <p>We have appointed a teacher to teach an alternative curriculum model in Years 7, 8 &amp; 9 to those students who require additional help to allow them to 'catch up' with their literacy.</p>	<ul style="list-style-type: none"><li>● In 81% of lessons observed this year, expectations were high and progress was good. Students were focussed on their lessons and teachers had high expectations, with tasks that challenged students.</li><li>● In 83% of lessons observed this year, effective high level questioning took place. Teachers' skilful questioning probed student responses deepening their knowledge, understanding and skills.</li><li>● 75% of books checked recently showed good quality formative feedback, with student responses to feedback. Teachers' feedback focussed on what students need to do to improve and students then 'green pen' responses to that marking.</li><li>● 90% of lessons observed showed high levels of engagement. Teachers use their secure subject knowledge to plan interesting and challenging lessons, ensuring time in these lessons is used productively.</li><li>● Literacy training on discussion stems and scaffolding writing has taken place for all teaching staff. Further training will take place every 2 weeks throughout the year. Observations this year show more group work and scaffolding/extension in literacy work, leading to better pace and progress.</li><li>● 96% of books showed high quality written work with presentation and pride in line with expectations.</li><li>● Teachers are using 'Doodle' to assess student progress and diagnose those who need further intervention to catch up and improve their learning. This has been particularly helpful for teachers to tackle misconceptions, which has led to outcomes rising.</li><li>● All Key Stage 3 students use Accelerated Reader, which develops students' reading, and assesses progress regularly, ensuring students read ability appropriate books that challenge them. Over 40% of students have improved their reading age by over</li></ul>

The English and mathematics departments are involved in a progression project with local primary schools, looking at best practice from primary schools to ensure Year 7's are challenged straight away. Year 6 teachers visit the school during term 1 to see the progress students have made.

**Outcomes** are currently judged to be on the cusp of good as expected outcomes for the current Year 11 cohort are likely to be above national average and FFT predictions based on prior data. Current predictions show that English and mathematics are likely to be above their targets based on national expectations. The progress of student disadvantaged students, boys and high achievers were significantly below expectations in 2017/18, however the difference between PP and the cohort is diminishing and predications indicate PP students will be above national others. High achievers are in line with national expectations of progress for this group.

The 2018 exam results were in line with predictions, with 57% of students achieving 5A\*-C including English and mathematics and 70% of students achieving 5A\*-C. Progress 8 is +0.15 validated).

Work in books is improving with a greater emphasis on quality. Marking and feedback expectations have been significantly raised and teachers are sticking to this, formative comments have improved recently. The use of green pen to respond to comments is now common, and is becoming embedded, leading to highly effective learning for all.

A new literacy coordinator has been appointed and there has been significant investment in the library and accelerated reader.

Historically, disadvantaged students achieved significantly below other students. This is a priority for improvement in the school and is being urgently addressed. A new PP champion has been appointed and a new Student Premium plan and policy have been introduced to improve outcomes for disadvantaged students. This has been recently reviewed and is starting to have an impact.

Historically, students entering the school with level 5 have not achieved as well as expected. This is a priority for the school. A new Aspire (stretch and challenge) coordinator has been appointed to look at stretching students within the curriculum in addition to coordinating gifted and talented enrichment.

Many of the disadvantaged students who underperformed and the high achieving group were boys. Raising achievement and aspirations of boys is a priority for the school. There is a plan in place to ensure boys are mentored and lessons are 'boy friendly'. CPD on boy friendly teaching has taken place and key boys have been given mentors.

6 months since September. (PP students – 54% have increased their reading score by over 6 months)

Measure	2018	2019 Most Likely
5A*-C inc E&M	54%	
5A*-C	70%	
Progress 8	0.15	+0.31
Attainment 8	51.67	46.21
English P8	0.22	+0.18
Maths P8	-0.20	+0.24
Basics(5+ E&M)	52.8%	35.8% (fft50 25.4%)
<b>Student Premium</b>	<b>2018</b>	<b>2019 Most Likely</b>
Progress 8	-0.32	+0.13
Attainment 8	39.79	40.47
English P8	-0.27	+0.13
Maths P8	-0.65	+0.67
Basics(5+ E&M)	20%	26.3% (fft50 10.5%)
<b>SEN</b>	<b>2018</b>	<b>2019 Most Likely</b>
Progress 8	+0.43	+0.28
Attainment 8	42.6	33.19
English P8	+0.49	+0.16
Maths P8	+0.11	+0.39
Basics(5+ E&M)	21.4%	18.8% (fft50 0%)
<b>High Attainers</b>	<b>2018</b>	<b>2019 Most Likely</b>
Progress 8	-0.06	+0.1
Attainment 8	62.83	59.15
English P8	+0.25	+0.1

In collaboration with the FE College, students at risk of being NEET or requiring assistance for their next steps get additional mentoring and support through Post 16 Transition Panels. There were no NEETs in 2018 and no expected NEET's in 2019.

All students in Year 11 have the opportunity to attend open days for the local colleges. Other opportunities, e.g apprenticeship evening, are offered throughout the year.

**Curriculum**

We have introduced BTEC business, VCERT resistant materials (craft) and TLM for IT in to the curriculum for Year 10. This ensures students can access courses that are relevant to their ability and their skill sets. The curriculum is broad and balanced, developing skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. Good progress is being made in these subjects compared to previous exam style courses. Year 10 predictions show significant improvement in expected outcomes for new courses against previous qualifications.

PSHE is delivered through a series of curriculum enrichment days throughout the year, with expert speakers and carefully planned activities that cover the curriculum. There was a specific British Values day in December to complement the promotion of values in lessons. Incidents involving lack of tolerance, respect have fallen. Respect for rules has improved.

Staff have had training on SMSC and a full audit has taken place of curriculum links to SMSC, PSHE and British Values. This is being used to inform curriculum planning for PSHE which will be delivered in more depth next year.

Maths P8	-0.19	+0.05
Basics(5+ E&M)	88%	80% (fft50 85%)

- A new reporting system has been developed to track student progress and attainment. Each student's ability is within a band based on flight paths and performance compared to expected progress is reported to parents. Full school reports show what students need to improve. Parents feel well informed. (92% in parental survey)
- The progression project has meant that all staff are aware of new students' best work so that they are challenged from the start. The work in students' books is high quality and is comparable to their best work in primary school and shows progression.
- Numeracy booklets are now part of the tutorial programme. Numeracy posters are in each department area and heads of department are developing cross-curricular numeracy booklets. Outcomes in mathematics are improving in all years, (Year 11 predicted outcomes P8 +0.24)
- Most able students in English achieved P8 +0.25 in 2018 and are predicted to get P8 +0.1 in 2019. Intervention has been put in place to stretch the top students in English.
- The school has now appointed an Aspire coordinator to address stretch and challenge. However, a number of the able students were absent from school with medical issues which has skewed results for the 2018 cohort.
- The schools predictions were close to National outcomes in 2018. We have now simplified the target setting process and all students are set aspirational targets based on FFT20. Outcomes are rising as a result.
- 90% of lessons seen so far this year showed high expectations, which is reflected in the rising trend of results.
- 75% of books sampled show high quality formative feedback.
- The achievement gap between disadvantaged students and that of other students in the school and nationally for some subjects is still wide. We have appointed a PP champion and a new PP plan to narrow these gaps.

	<ul style="list-style-type: none"> <li>● The new Literacy lead has fortnightly Literacy meetings, Accelerated reader is in place for all of KS3, and there are additional groups in KS3 for Literacy.</li> <li>● Ofsted 2016 found <i>'Students with special educational needs or disability, are challenged and supported very effectively in small groups and in one-to-one tuition. This enables them to progress well.'</i></li> <li>● Year 10 predictions (using FFT50 as P8 0.0) show P8 +0.12.</li> <li>● Year 9 data shows 91% on or above target</li> <li>● Year 8 data shows 92% on or above target</li> <li>● Year 7 data shows 94% on or above target</li> <li>● 16% of students in Year 10 are receiving additional support from outside agencies such as CAMHS and 2 currently on alternative provision.</li> </ul>
<p><b>Effectiveness of Leadership and Management – Good</b></p>	<p><b>Impact of actions so far this year</b></p>
<p>is currently judged to be good overall.</p> <p>the school is now a member of the CP MAT, this has ensured stability and the future of the school. The new headteacher has simplified systems and ensured expectations have been raised in terms of teaching, learning, behaviour and in particular safeguarding.</p> <p>Governors are clear about their roles and responsibilities and hold the school to account. (See minutes)</p> <p>The OFSTED action plan has been completed and a new detailed School Improvement plan has been put in place. The school reviews this regularly and considers the impact made.</p> <p>To strengthen the schools leadership further, a new student premium champion, a 'stretch and challenge' coordinator, and a literacy coordinator have been put in place to ensure well planned interventions and changes to practice to improve those areas. The leadership team has also been expanded to include 1 middle leader as an associate member of SLT, and 2 new Assistant Headteachers.</p> <p>Safeguarding at the school is now effective and safeguarding is a key element of the culture of the school.</p> <p>Learning observations are logged centrally and there is a robust system to raise standards where they are low. Teaching is now strong across the school, with few teachers falling below a good standard. Where that is the case, further support is in place.</p>	<ul style="list-style-type: none"> <li>● Increased capacity of leadership by introducing new roles in the school – 2 pastoral leaders, literacy coordinator, stretch and challenge (Aspire) coordinator, 1 associate members of SLT and 2 assistant headteachers. These posts have given greater depth to the leadership team and have led to rapid progress in many key areas. For example, the standard of work seen in books, the feedback and responses to feedback have improved significantly.</li> <li>● A new local governing body has evolved to include more local and parental representation. New governors have received training from the trust. Minutes of governors meetings show high challenge and expectations</li> <li>● New attendance procedures and practice adopted, including employing additional support from outside agencies</li> <li>● 93.9% in Term 4 compared to 93.2% last year. Despite a particularly problematic sickness outbreak in term 3, attendance has continued to significantly improve</li> <li>● PP expenditure has been evaluated and is on the website. New PP champion with new PP plan in place. All PP students are known and progress is improving according to the tracking. The difference between PP students and others nationally is diminishing significantly (Year 11 P8 +0.13)</li> <li>● Governors' roles and responsibilities are now clear and are shown on the school website</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Governors minutes and visits show that the governing body is holding the school accountable for performance on all measures</li><li>● Independent checks and regular checks of Single central record, Health and safety and risk assessments have taken place and are regularly scheduled.</li><li>● Students have had assemblies on radicalisation, extremism and keeping safe. Students and staff are clear the school does not tolerate prejudiced behaviour. Incidents involving lack of tolerance has fallen.</li><li>● Recently the school was awarded 'Educate and Celebrate Best Practice Status for its work on equality and diversity. Teachers promote equality and diversity in their teaching and learning</li><li>● The school has conducted an independent safeguarding review – positive report showing safeguarding is effective with good practice in place.</li><li>● The recent independent safeguarding report states ' Leaders and Governors promote a culture of vigilance across the school and work towards ensuring a safe environment where children can learn and develop'</li></ul> |
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